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ABSTRACT

The third-year evaluation report of a federally-funded elementary school Japanese and Korean bilingual program in the Torrance (California) Unified School District contains information on the background and previous revision of the program evaluation plan, the evaluator's opinion regarding the program evaluation plan elements, results of the evaluator's on-site visits, data gathering and analyses, a proposed program evaluation plan revision, and suggestions for possible program modification. Overall, the evaluation found positive program results. Substantial appended materials include program records and forms, sample student work, sample instructional materials, procedural documents, program announcements, portions of a school yearbook, lesson plans, project director's tabulations of parent awareness of activities at each school, inservice education information, and bilingual committee meeting minutes. (MSE)

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EVALUATION REPORT

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THIRD ANNUAL EVALUATION REPORT (1986-'87)

Listen, Practice, Converse:
A Communication Approach to Second Language Acquisition
in
Torrance Unified School District

Prepared by:
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Educational Program Evaluation

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Los Angeles County Office of Education
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(A Japanese and Korean Bilingual Program Funded Under Title VII
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EXECUTIVE SUMMARY

This was the third year of Federally funded program operation and the third time the program was evaluated by an outside evaluation consultant from the Los Angeles County Office of Education.

Two main changes were made in the project's Evaluation Plan for the third year of program operation. First, a decision was made to condense the student CTBS-U test score progress information into fewer program statements, from thirty-four (34) the previous year to one this year. At the same time, that one program statement (Goal 1) came to include additional information on both group C (the group of students who started the program in the fall of the third year of the program), and progress toward the student achievement level of the 36th percentile.

The new Goal 1 statement called for the principals and reading teachers to compile a school level progress report showing the number of their students in group A, B & C who scored at or above the 25th percentile, 30th, and 36th percentile on the CTBS in reading and language as of the spring 1987 test date. Second, a decision was made to give the IOX self-esteem index in December 1986 and May 1987 in a repeat attempt to determine whether students experienced an increase in self-esteem. Fortunately, this time student codes were used so it was possible both to identify and pair a student's pre and posttest IOX scores as well as perform the calculations necessary to determine if the self-esteem gain called for in the goal had been achieved.

The revised third year Bilingual Evaluation Plan contained more than twenty (20) program statements (goals and objectives). Of those, the evaluator found that three were unattained. The first (Goal 1A.0) called for fifteen percent (15%) of project students to be reclassified as fluent enough to exit the program. Data analysis showed that 14.4% (30/209) were reclassified. If only two more students had been reclassified, the percentage would have been 15.3% (32/209). Although the actual percentage was less than expected, the difference was so slight (14.4% versus 15%) as to be of little or no practical significance; the percentage actually reclassified was on target.

The second program statement found to be unattained (Goal 2A.0) called for sixty-five percent (65%) of group A students to show improved self-esteem. Data analysis showed that forty percent (40%) (12/30) actually did. There may have been too little project time between the pre and posttest (December 1986 and May 1987).

The third and last program statement found to be unattained (Goal 4.0) called for ninety percent (90%) of Japanese and Korean parents of project students to be aware of school activities directed towards parent education. Questionnaire data were analyzed in two ways; in a summary way in which responses for all seven activities for a school were totaled, and in a more detailed way in which responses for all seven activities for a school were examined individually. At Victor school there were lower percentages answering, "Yes, I was aware of that school activity."

The evaluator made the following recommendations:

1. That the IOX self-esteem inventory be given to students in May 1988 so that possible gains can be measured over a longer time frame from December1986 to May 1988;

2. That a tracing be done of the annual progress toward reclassification made by students in groups A, B, C, and D; and that this be done over the entire life of this project (1984-1988);

3. That project personnel consider whether to attempt to measure staff's possible increased level of acceptance of cultural and language diversity; and

4. That the inservicing of regular classroom teachers in the "Natural Approach" be completed and these teachers be assisted in learning how to assume greater responsibility for bilingual students, in case bilingual aide time is reduced for the 1988-1989 school year.

In summary, the evaluator found that: the Individual Learning Plan System was much improved, the School Level CTBS Score Tracking System was simplified, and except for the few unattained goals mentioned above, the project was very much on track with students and staff performing well.

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Section 1

Background, Revision of the Program Evaluation Plan

There were two main changes in the plan for the third year of program operation. The first concerned the program's product objectives that called for the tabular display of student achievement in reading and language; the second concerned self-esteem level changes for bilingual students. The previous year's (1985-1986) Evaluation Plan (as revised) and The Second Annual Evaluation Report (1985-1986) had thirty-two product objectives listed under the first goal which delt with project student achievement. For those two documents, staff at each school had written objectives which called for a certain percentage of students in groups A and B (taken separately) to attain the 25th and 30th percentiles in reading and language (each subject taken separately) as measured by scores on the CTBS-U (the comprehensive test of basic skills form U). A total of eight tables were needed in the second evaluation report to present those test score data.

For this, the third year of the Bilingual program, the decision was made to condense the student CTBS-U test score progress information into fewer statements while at the same time adding information on both group C (the group of students who started the program in the fall of the third year of program operation), and progress toward the student achievement level of the 36th percentile. Accordingly, Goal 1 was rewritten as shown below.

Goal 1

By June 1, 1987 the principals and reading teachers of Arlington, Hickory, Lincoln, and Victor Elementary schools will compile a progress report showing the number of students in groups A, B,

and C who scored at or above the 25%tile, 30%tile, and 36%tile on the CTBS-U tests of reading and language.

This goal put the responsibility for compiling the Bilingual Students' School Level CTBS Progress Report on the principals and reading teachers, and called for the task to be completed before the end of the school year-- in time for program planning in advance of the following fall semester. The evaluator views this as improving the usefulness and readability of the student test score data.

The second major change in the evaluation plan for the third year was that made to Goal 2A.0 and its objectives. By the two activity objectives that follow that goal (activity objectives 2A.1 and 2A.2) students were to be pretested in December 1986 and posttested in May 1987 using the Instructional Objectives Exchange (IOX) Self-Esteem Index. The goal called for 65% of the third year program students (group A) to "show improved self-esteem" from December 1986 to May 1987.

Ideally, of course, the comparison would have been made between group A project students' IOX Self-esteem Index scores shortly after entering the program (almost three years ago) and their scores in spring 1987. But, as explained in the Second Annual Evaluation Report (1985-1986), project staff had interpreted a phrase on student anonymity in the instructions for IOX test administration to mean that students should not write their names on their IOX answer sheets. Although project students had answered the IOX instrument pre and post, there was no way to identify an individual student's scores. Since the scores collected in 1985-1986 could not be used to determine pre to posttest gain scores in self-esteem as called for in the objective, data collection would have to be repeated during the following year, i.e., during 1986-1987, when student codes could be used so that a given student's pre and posttest scores could be identified and paired.

Goal 2A.0 and its two accompanying objectives represent the best that could be done at the time (1986-1987) to try to measure possible changes in student self-esteem. Nevertheless, a new problem has now arisen. There is not much time between December 1986 and the following May. The question is, "How realistic is it to expect that changes in self-esteem will occur over four or five months during group A students' third year in the program?" This question will be answered following Goal 2A.0 in this report. For now it should be repeated that despite this possible difficulty, the goal and objective revision referred to here provided the best procedure available at the time to investigate the possible self-esteem gain.

Section 2

Evaluator's Opinion Regarding The Program Evaluation Plan Elements

The evaluator concurs with the proposed evaluation instruments, data collection, data analysis, and data presentation procedures described in the program evaluation plan, as revised, for the third year of program operation.

Section 3

Results of the Evaluator's On-Site Visits, Data Gathering and Analyses

The program evaluator made on-site visits to the Title VII project schools on the dates shown below in table 1.

TABLE 1
County Evaluator's On-Site Visits

Project School	Date Visited
Victor	April 27
Arlington	April 28
Lincoln	April 29
Hickory	April 30

During the on-site visits the evaluator conducted structured and unstructured interviews, reviewed documents and other records, and observed teachers and aides. All four principals and all four school site reading teachers were also interviewed. The district Bilingual Resource Teacher accompained the evaluator on each on-site school visit.

At each school the evaluator first interviewed the principal and reviewed documents and then visited the grades and classrooms selected at random according to his sampling plan for all four schools. During classroom visits teachers were observed and information on selected project students were reviewed. Classroom observations and teacher interviews were greatly facilitated by the fact that either the principal or the reading teacher was ready to take over, or did take over the teaching tasks, and thereby free the classroom teacher. Similarly, the evaluator also observed and interviewed aides about the progress of selected project students. In an effort to be as unobtrusive as possible, the evaluator attempted to keep the teacher and aide interviews to between ten and fifteen minutes.

The evaluator thanks the four principals, the four ESL reading resource teachers, and the eight bilingual aides whose names are shown below.

TABLE 2
Bilingual Project Personnel at Each School

School	Principal	Reading Teacher	Aides
Arlington	Michael Brajevich	Nina Surowski	Nancy Matsushima Carolyn Yoda
Hickory	Nancy Raiche	Ann Matthews	Keum Kim Nobue Iseri
Lincoln	Dr. Daniel Kelly	Linda Dowlan	Hiroko Yamamoto Mary Kashiwabara
Victor	Steve Shearer	Linda Gresik	Jin Song Miyeko Lewis

In addition, the evaluator thanks Kikuko Nishi, the Project Director/Bilingual Resource Teacher. Without the cooperation and help from these seventeen project people this external evaluation would have been very difficult.

The evaluator also thanks his secretary Blanche Malek-Mikhail for her successful work in word processing and Steve Yamarone, the county statistician for his work in data analyses.

Next in this section of the report, each program objective will be followed by the evaluator's statements about his findings together with his conclusion as to whether or not a given bilingual program statement was attained.

A. Student Instructional Component

Goal 1.0

By June 1, 1987 the principals and reading teacher of Arlington, Hickory, Lincoln, and Victor Elementary schools will compile a progress report showing the number and percentage of students in groups A, B, and C who scored at or above the 25%tile, 30%tile, and 36%tile on the CTBS-U tests of reading and language.

The principals and reading teachers did provide the evaluator with frequency distributions showing the number of students in the three groups who scored within the various categories. Those progress reports were received shortly after CTBS test scores had been received in the district and before the end of the 1986-1987 school year. The information was, therefore, generated during a time when test results could have been used to assist in planning for the 1987-1988 school year.

The district program director sent copies of actual CTBS test printout results to the evaluator. The county office statistician determined frequency distribution information for groups A and B students by computer sorts using the actual test results. He and the county evaluator compared those data to those compiled by hand by school personnel. Results were almost exactly the same for the two groups of students. The variation between the two sets of compilations was only one or two entries here and there and were of such minor nature that they would probably not have influenced program planning decisions.

Frequency distribution data for groups A and B as determined by computer sort by the county statistician are shown below in table 3. Data for group C is shown as determined by hand by school personnel. A double check for group C student test scores would have been done by county personnel except that the evaluator received actual test results for only groups A and B.

TABLE 3

1987 frequency distribution data showing the number of project students who scored within the four categories on the CTBS reading and language subtests.

School	CTBS Subtest	Student Group	Total # of Students	Score Range			
				Below 25%	25%-29%	30%-35%	At or Above 36%
Arlington	Reading	A	14	7	1	3	3
		B	20	8	1	1	10
		C	18	11	0	2	5
	Language	A	14	3	2	1	8
		B	12	5	0	2	5
		C	1	0	0	0	1
Hickory	Reading	A	4	2	1	0	1
		B	9	3	2	0	4
		C	26	17	0	0	9
	Language	A	4	1	0	1	2
		B	5	0	0	2	3
		C	20	11	0	1	8
Lincoln	Reading	A	18	2	1	2	13
		B	15	3	0	0	12
		C	26	13	2	0	11
	Language	A	8	0	0	0	8
		B	2	1	0	0	1
		C	5	0	0	0	5
Victor	Reading	A	2	0	0	1	1
		B	9	1	0	2	6
		C	48	24	1	0	23
	Language	A	2	0	0	0	2
		B	2	1	0	0	1
		C	23	8	2	0	13

Conclusion

This goal was attained. It is hoped that the principals and reading teachers found that tabulating the student progress information in this way was helpful to them as they reviewed records (including tests scores) for possible student reclassification and otherwise planned for the following year of project operation.

Activity objective 1.1

By November 30, 1986 the reading teachers/aides will identify those students (groups A, B, and C) whose primary language is Japanese or Korean.

Activity objective 1.2

On an ongoing basis the reading teachers (will see to it that) all project students have been tested ,with the Bilingual Syntax Measure in English and with the San Diego Oral in Japanese or Korean and completed the T.U.S.D. initial identification process for LEP students.

The four principals did ensure that the "ESL form #2" was current and showed the required information (entry date, test date, etc.) that was called for in the two process or activity objectives shown above (Activity objectives 1.1 and 1.2). Again this year project staff had no difficulty in accomplishing the identification and testing well within the time limits. In fact, at one school the common practice was to test on Friday all the potential project students who had entered school that week. At another school many children were tested on the first or second day after they entered school. Project students were identified and tested by November 30, 1986.

Conclusion

Again this year, these activity objectives were easily attained.

Activity objective 1.3

Students who are classified as LEP Korean or Japanese will have an ILP or group GLP developed which places the student in "appropriate program" option:

ESL
Bilingual Classroom
Individual Bilingual Plan
ILP or GLP copies with Principal, Reading Teacher, Classroom Teacher

During classroom visits the evaluator reviewed records of selected project students. Student records in at least two classes (often three or four) were reviewed at each school. Only one teacher at one school did not provide the evaluator with her copy of a selected student's ILP or GLP when asked. She stated she had "turned in" that student's ILP by placing it in a "box in the office." Another teacher at that same school was able to show and discuss her students' ongoing ILPs when asked. In every case reading teachers at each school had up-to-date and complete ILPs, produced those on request, and were able to discuss each child's work and progress in detail.

This was the first year project personnel used a recently developed "Individual Learning Plan K-6" (Appendix A item 1). Although this is a decidedly more detailed plan than the one which preceded it, teachers had no difficulty using it to identify "appropriate student learning modes." One ILP progress report (Appendix A item 2) provided the opportunity to track student progress over four quarters. This progress report form was in use at all four project schools. At one school the evaluator saw an ILP progress report form written in two languages (Appendix A item 3). At another school, progress toward an ILP system using NCR paper was discussed and forms seen.

The teaching program appeared to the evaluator to be "appropriate." Students were working on task and seemed interested in their work. The evaluator collected two representative work products from students. The first is a story printed by an eight year old who "came from Japan last summer." Her story is shown in Appendix A item 4, just above a photograph of her. The second is a story about a bumblebee that flew into one classroom and is shown below a student's drawing of the bee (Appendix A item 5). Finally, in Appendix A item 6 there is a copy of a page out of "Little Red Riding Hood" with a picture of the girl and the wolf below the story which is in Japanese.

Conclusion

Although one teacher was found to be without a student's ILP, the evaluator judges this objective to be attained. Bilingual teaching was appropriate and progress on the ILP tracking system was much improved.

Activity objective 1.4

Teachers will keep a record of student progress through the ESL student progress report, as the student progresses through language acquisition stages in learning English.

In addition to ILPs and GLPs, student profile cards were being used.

Conclusion

This objective was attained.

Activity objective 1.5

Aides will provide help to LEP Japanese and Korean students.

Aides were observed helping students. All aides kept records of the children's work and were able to describe in great detail sampled students' progress.

Conclusion

This objective was attained.

Further observation

A reduction in funding for this Title VII project for 1987-1988 will result in a decrease in the amount of bilingual aide time available at each school.

Activity objective 1.6

On an ongoing basis classroom teachers and principals (will see to it that) instruction appropriate to each student's stage of language acquisition in English will be provided and relative amount of instructional time spent with students on specific tasks.

The findings for this objective were presented in detail under Activity objective 1.3 above. Examples of materials used or produced by children during "appropriate instruction" are shown in Appendix A items 4-6.

Conclusion

This objective was attained.

Goal 1A.O

By June 1987, having been given instruction in English using the natural approach and their primary language in a supportive manner, 15% of Japanese and Korean LEP students at Arlington, Hickory, Lincoln, and Victor Elementary Schools will be reclassified as FEP by Board-adopted criteria.

Board adopted criteria have been transformed into reclassification procedures and necessary documentation (Appendix B, items 1 and 2). The criteria and procedures were followed. Nevertheless, this goal was not attained since the percentage of students that were reclassified turned out to be 14.4% (instead of 15% as expected). The percentage reclassified for each school and for the schools combined are shown below in table 4.

TABLE 4

Percentage of Title VII Students Reclassified in 1986-1987

Reclassification Results	School				
	Arlington	Hickory	Lincoln	Victor	Total
Number of Students Reclassified	11	4	4	11	30
Total Number in Program*	52	39	59	59	209
Percentage of Students Reclassified	21.2%	10.3%	6.8%	18.6%	14.4%

* Total Number of Project Students who took the CTBS tests in March 1987.

Conculsion

The goal was not attained; however, 14.4% is just slightly less than the 15% called for in the goal. In fact, if only two more children had been reclassified (32 instead of 30) the percentage reclassified would have been 15.3% and this goal would have been attained.

Activity objective 1A.1

On an ongoing basis the principal and reading teacher (will see to it that) the principal keeps the total school ESL ongoing record using ESL form #2.

This objective was attained.

Activity objective 1A.2

By February - March 1987, the principal/reading teacher and teachers (will see to it that) all project students complete the Reading and English subtests on CTBS, form U, as administered by the Torrance Unified School District.

The bilingual project director/resource teacher provided the evaluator with copies of the actual 1986-1987 CTBS-U test score results for project students.

Conclusion

This objective was attained.

Activity objective 1A.3

By spring 1987, the school appraisal team (reading teachers/classroom teachers/principals will see to it that) following CTBS-U testing, LEP students will be reviewed for reclassification by the school appraisal team.

Conclusion

This objective was attained.

Goal 1B.0

By June 1987, 85% of the project students who have been reclassified and exited from the program and who are enrolled in district schools have no difficulties or problems in the new program.

Activity objective 1B.1

By May 1987, the reading teachers and teachers will provide a follow-up by school (that shows whether or to what degree) project students who have exited from the program and who are in the project schools or other Torrance Unified School District schools have no difficulties or problems in the new program.

The "regular program" performance level of reclassified former Title VII project students was assessed by means of a one-page follow-up questionnaire (Appendix C). Regular program teacher comments were in response to the questionnaire prompt, "Are there any difficulties or problems that have arisen?" Illustrative comments from current regular program teachers follow.

Arlington School

- "Above grade level in all areas."
- "GATE. Does very well."
- "No problems. Does great work."
- "Some instruction in primary language is necessary at times."
- "Reclassified but not doing well."

Hickory

- "English is no problem. . . he is making As and Bs in all subjects."
- ". . . is doing good work in class. . .still needs practice with tenses of verbs." (Example: "He break window" instead of "He broke the window.")
- "She doesn't know many words."
- "No problems. He is lazy."
- "Proficient."

Lincoln

(Prompt: "Are there any difficulties or problems that have arisen?")

- "None"
- "None"
- "None"

Victor

- "No problems."
- "Excellent job in all areas."
- "Top student."
- "Academic honor roll."

Comments shown above were from regular program teachers working in the same school where the project students were before they were reclassified. But of course not all students stayed at the same school; records in the district showed that thirteen (13) had gone to one of three middle schools (grades 6-8): Casimir, Lynn or Madrona. Representative comments by regular program middle school teachers were as follows:

Casimir (Feeder project schools: Arlington & Lincoln)

- "Returned to Japan in spring 1987."
- "Above average. Excellent effort. Sometimes awkward sentence structure. . .tremendous potential in the area of mathematics."
- "Minor errors in grammar. Excellent effort."
- "Lazy. Easily confused with instructions, very immature. Excellent effort. . .frequent peer conflicts -- can be loud and obnoxious at times."

Lynn (Freeder project school: Victor)

- ". . .left Lynn on 4/1987 to attend International Bilingual School. On 3/1987 CTBS test results: Reading 43rd percentile, language 90th percentile, mathematics 87th percentile."

- ". . .outstanding student in all areas. One of top 5 students in the sixth grade. 3/1987 CTBS reading 98th percentile, mathematics 98th percentile."

- ". . .is a straight 'A' student. Her citizenship and cooperation are outstanding! She has benefited greatly from the ESL program. 3/1987 CTBS test results: Reading 44th percentile, language 88th percentile, mathematics 89th percentile."

- ". . .is doing a very good job in my sixth grade class. Her grades are excellent and above average. She is . . .extremely well adjusted. She is a real pleasure to have in class. 3/1987 CTBS test results: Reading 72nd percentile, language 79th percentile, mathematics 82nd percentile.

- ". . .got straight As on his last report card. He is doing very well. CTBS test results: Reading 46th percentile, language 91st percentile, mathematics 68th percentile."

Madrona (Feeder project school: Hickory)

(Prompt: "Are there any difficulties or problems that have arisen?")

- "None at all."
- "Not in attendance at Madrona since 11/26/1986."
- "Not in attendance at Madrona."
- "Not attending Madrona."

From an educational psychologist's point of view this project goal and objective provide an important test of the Torrance Unified School District Title VII project's reclassification standards and procedures. The follow-up information given by regular program teachers, and cited above, provide an answer to what psychologists refer to as "the validity question" which surrounds reclassification. The basic validity question is, of course, "Are the reclassified students succeeding in the regular program?" The success of reclassification standards (the earning of scores at least the 36th percentile on the CTBS reading, language and mathematics subtests) and procedures (recommendation by the school appraisal team) are severely tested by this goal and objective.

It was encouraging to read that two reclassified children who scored at the 44th and 46th percentile in reading were both getting "straight As," and that one had "benefitted greatly from the ESL program."

Conclusion

Based on the evidence cited above, the evaluator judges that this important goal (Goal 1B.0) and objective (Activity objective 1B.1) were attained.

Goal 2.0

By June 1987, all Japanese and Korean LEP students will have increased their self-esteem and/or self-confidence through participation in a minimum of two cultural events, at least one Korean and Japanese, annually as measured by teacher/aide observations and recorded on individual profiles.

Activity objective 2.1

By June 1987, classroom teachers and principals will provide documentation showing that students did participate in two or more cultural events.

The schedule of cultural events at Hickory school is illustrative.

TABLE 5

Cultural Events at Hickory School

Date	Event
10/31/86	Halloween & International Costume Parade
3/3/87	Japanese Girls' Day
4/27/87	Korean Music and Dance
5/8/87	International Children's Festival

There were displays and demonstrations at Hickory's International Children's Festival. Displays included international dolls, toys, games, children's books, musical instruments and native costumes. Cultures from fifteen different countries were represented: China, Czechoslovakia, Egypt, England, Greece, Hungary, India, Iran, Italy, Japan, Korea, Mexico, Spain, The Phillippines, and United States of America. (Please see Appendix D, items 1-2 for a copy of the announcement and photographs of participants taken for local newspapers.)

A teacher at Victor school started a "pen pal" project with a Japanese company. She sent them collages her students made about America, one of which became the cover of a company publication. (Please see Appendix E, items 1-2 for examples of work products that emerged as a result of the teachers' project.)

Conclusion

This objective was attained.

Goal 2A.0

By June 1987, 65% of LEP Japanese and Korean students at Arlington, Hickory, Lincoln, and Victor who have participated in the program for three years will show improved self-esteem as measured by pre-post IOX self-esteem index.

As mentioned in Section 1 of this evaluation report, this goal and its two activity objectives (Activity objectives 2.A.1 and 2.A.2) were revised to include IOX pretesting in December 1986 and posttesting in May 1987. Although this was the best procedure available that could be used to determine if gains had been achieved in self-esteem scores, it was noted that it might be the case that this would involve precious little program time between those two data collecting dates.

The data analysis showed that of the thirty (30) project students for whom pre and posttest IOX scores were available, twelve (12) had a higher posttest score. Since twelve (12) is forty percent (40%) of thirty (30), and since the goal called for sixty-five percent (65%) of the students to increase their scores, this goal must be judged to have been unattained. To attain the goal given thirty (30) project students, twenty (20) students (not twelve) would have had to increase their scores from pre- to posttesting. The frequency distribution for gain scores (pretest score minus the posttest score) are shown below in table 6.

TABLE 6

Frequency Distribution of Number of Group A Students who Achieved A Posttest Gain Score.

Gain Score	# Students
-6	1
-5	1
-4	2
-3	1
-2	3
-1	7
0	3
1	3
2	3
3	5
4	1
Total	30

As can be seen in table 6 above, fifteen (15) students decreased in scores, three (3) remained the same, and twelve (12) increased their self-esteem scores from pre- to posttesting. This was the picture that emerged when data from all four schools were combined.

When data from the schools were kept separate, the following pattern emerged (Table 7 below).

TABLE 7

Frequency Distribution by School of the Number of Group A Students who Achieved a Given Pretest to Posttest Gain Score

School							
Arlington		Lincoln		Hickory		Victor	
Gain score	#Students	Gain score	#Students	Gain score	#Students	Gain score	#Students
-5	1	-6	1	-1	2	-2	1
-3	1	-4	2	-0	1	-0	1
-2	1	-2	1			-2	1
-1	2	-1	3				
1	2	0	1				
2	2	1	1				
3	2	3	3				
		4	1				
Total	11		13		3*		3*
% of Students Showing Increase	54.5%		38.5%		0%		33%

*Caution: Numbers for Hickory and Victor schools were extremely small.

While it was hoped that self-esteem scores would increase, in fact, the pre to posttest scores were flat. The nominal or actual differences in mean scores are shown below in table 8.

TABLE 8

IOX Pretest and Posttest Means and Gain Scores for Group A Students at Each School and Combined.

School	# of Students	Pretest Mean	Posttest Mean	Gain Score
Arlington	11	13.27	13.27	0.00
Lincoln	13	14.85	14.46	0.38
Hickory	3	14.33	13.67	0.67
Victor	3	13.00	13.00	0.00
Total	30	14.03	13.80	0.23

Overall the pretest mean was 14.03 and the posttest mean 13.80 which led to an actual or nominal gain score of -0.23. While this appears to be a decline, in fact, a t test comparing the two means was not significant ($p<.28$). This indicates that there was no significant difference between the pretest and posttest means; i.e. the means were essentially the same.

Conclusion

This goal was not attained. It called for sixty-five percentage (65%) of group A project students to show improved self-esteem, whereas only forty percentage (40%) did so.

Recommendation

Given that as a group there was no gain in mean scores between pre and posttesting from December to May, the project director and assistant superintendent may wish to consider pre to posttesting or only posttesting group A students during the coming 1987-1988 school year. Comparisons could then be made over a longer time span -- from December 1986 to May 1988 to see if gains were made.

Activity objective 2A.1

The resource teachers, reading teachers, and aides (will see to it that) the Instructional Objectives Exchange (IOX) self-esteem index is administered in December 1986 (pretest) and in May 1987 (posttest).

Conclusion

This objective was achieved.

Activity objective 2A.2

By January 1987 and June 1987, the reading teachers and aides will code response sheets for the pre- and posttest.

This time student codes were used so that it was possible to pair a given student's pre- and posttest scores.

Conclusion

This objective was achieved.

B. Materials Component

Goal 3.0

Instructional materials for sequential learning in content area for LEP students need to be developed and translated into Japanese and Korean as needed.

Activity objective 3.1

By June 1987, the curriculum consultant, bilingual resource teacher, teachers and aides (will have seen to it that) key concepts and vocabulary in the content areas from state textbooks were selected as needed.

Activity objective 3.2

By June 1987, the bilingual resource teacher, aides, Bilingual Advisory Committee and teachers (will have seen to it that) these concepts and vocabulary were translated into Korean and Japanese as needed.

Lesson plans for October and November from a teacher in a kindergarten bilingual class at one school illustrate concepts and vocabulary that have been developed and translated. (Please see Appendix F items 1-2 for her plans for teaching about "American Indian Culture", "Thanksgiving," and "Plants and Seeds.") As the lesson plans show she identified key words for Japanese LEP students as well as English only students.

Conclusion

These objectives were attained.

C. Parent Training Component

Goal 4.0

By June 1987, 90% of Japanese and Korean parents of project participants responding to a questionnaire will demonstrate awareness of school activities directed towards parent education.

The Bilingual Project Director/Resource Teacher sent a questionnaire home to the parents of Japanese and Korean project participants. That one-page instrument was entitled "Title VII School Activities Awareness Parent Questionnaire." After receiving the completed questionnaires, the project director tallied the responses to each of the seven school activities and included a breakdown by parent language; i.e., Japanese or Korean. (Her tabulation for each of the four project schools are shown in Appendix G, items 1-4.) Based on her data, table 9 below shows the percentage of parents answering "Yes" to the question, "Were you informed of school activities during the school year?" Percentages of parents answering "Yes" are shown for each school activity at each of the four project schools. Further, results were totaled by school for all seven school activities about which the level of parent awareness was determined.

TABLE 9

Responses by Parents of Project students to the Question, "Were you Informed of School Activities During the School Year?"

School Activities	School															
	Arlington				Hickory				Lincoln				Victor			
	Frequency Answering				Frequency Answering				Frequency Answering				Frequency Answering			
	"Yes"	"No"	Total	% Yes	"Yes"	"No"	Total	% Yes	"Yes"	"No"	Total	% Yes	"Yes"	"No"	Total	% Yes
Back to School Night	35	1	36	97%	24	7	31	77%*	25	1	26	96%	27	8	35	77%*
Open House	36	0	36	100%	31	0	31	100%	26	1	27	96%	29	1	30	97%
PTA Program	37	0	37	100%	30	1	31	97%	25	1	26	96%	24	10	34	71%*
Bilingual Advisory Committee Meetings	36	1	37	97%	29	1	30	97%	25	0	25	100%	16	17	33	48%*
Special School Activities	34	3	37	92%	30	1	31	97%	25	1	26	96%	29	5	34	85%*
Class Activities	34	2	36	94%	30	1	31	97%	24	1	25	96%	28	7	35	80%*
Parent Education Program	27	7	34	79%*	27	3	30	90%	20	4	24	83%*	12	20	32	38%*
Total	239	14	253	94%	201	14	215	93%	170	9	179	95%	165	68	233	71%*

* Below the 90% level called for in the goal.

Goal 4.0 calls for 90% of the parents to answer "Yes" to the question, "Were you informed of school activities. . .?" As shown in table 9, when responses are totaled for all seven school activities and presented by school, three of the four schools met the goal. At Arlington school 94% of parents answered "Yes," while at Hickory 93% did so, and at Lincoln 95% did. The comparable figure at Victor was only 71%. Because the goal was met at three but not at all four schools, the evaluation judgement would have to be made that this goal was not attained.

The results can also be looked at for each of the seven school activities at each school. Viewed in this way, the percentage of parent affirmative responses fell below 90% at each school -- for at least one school activity. At Arlington the positive response percentage for the "Parent Education Programs" activity was only 79%. That was the only activity for which the percentage answering "Yes" was below 90%. Similarly, at Hickory and Lincoln schools only one activity had an associated positive parent response level below 90%. At Hickory it was the "Back To School Night" activity that received a 77% positive response, whereas at Lincoln it was the "Parent Education Programs" activity which received 83%.

The situation was different at Victor school where five percentage figures out of six turned out to be below 90%. In fact, at Victor only the "Open House" activity received an above 90% positive response from parents of project students (97%). The other percentage figures ranged from a low of 38% (for "Parent Education Programs") to a high of 85% (for "Special School Activities"). Most disturbing would have to be the two lowest percentages answering "Yes" for Victor -- 38% ("Parent Education Programs") and 48% ("Bilingual Advisory Committee Meetings.")

Conclusion

This goal was not attained. This same judgement is reached whether or not the questionnaire results are viewed in a summary way in which responses for all seven activities for a school are totaled or in a more detailed way in which responses for all seven activities for a school are examined individually.

Recommendation

That the district bilingual project director investigate to determine why parents of bilingual students at Victor school responded so differently when compared to project parents from each of the other three schools.

Goal 4A.0

By June 1987, all parents of Japanese and Korean LEP students at Arlington, Hickory, Lincoln, and Victor will have been invited to participate in at least one school or cultural event.

Activity objective 4A.1

By June 1987, the principal (will have seen to it that) parent education programs developed through its school improvement program did include presentations about the school nurse, school psychologist, reading resource teacher, etc.

Although the completion date for this objective was 1987, the evaluator decided to request documentation regarding this objective at the end of the 1985-1986 school year. Because documentation was found to exist in "bits and pieces" and was "scattered", the evaluator suggested that an informative notice to parents be created and sent home. The suggestion was made in the Second Annual Evaluation Report (1985-1986) that the notice contain a list of all specialists, their titles, and names together with a description of what they would be doing as part of the Title VII project -- and that this be translated into Japanese and Korean and sent home.

In February 1987, the Torrance Unified School District's Title VII project director did by memo remind each of the four project school principals of the evaluator's suggestion and did attach to her memo a sample letter which could be used. During on-site visits in 1986-1987 the evaluator found that three of the four principals did have the project director's letter translated into both languages and sent home. The fourth principal (at Victor school) did, at a parent meeting at the school, introduce those present and describe the roles of the LEP teachers and aide, the counselor, psychologist, special therapist, and resource teacher, but did not send the project director's translated notice home.

Conclusion

Although the objective was attained at each school, the evaluator continues to believe that it is advisable to send the translated notice home. (Please see Appendix H, items 1-5 for the project director's memo and letter, the translations into Japanese and Korean, and the Victor principal's description of how he handled the parent notification.)

D. Staff Development Component

Goal 5.0

By June 1987 (1986-1987) at least one-third of the participating instruction staff at Arlington, Hickory, Lincoln, and Victor will have been trained in the "Natural Approach to Second Language Acquisition" as evidenced by staff development agendas and sign-in sheets.

Activity objective 5.1

By June 30, 1987 the bilingual resource teacher (will see to it that) a series of workshops (to provide) training in the Natural Approach was planned and conducted for teachers, aides, and principals of Arlington, Hickory, Lincoln, and Victor.

Five workshop training sessions were planned and conducted. They were held on October 8, November 24, December 5, February 11, and March 16, 1987. (Please see Appendix I, items 1-2 for the announcement of the series and a copy of the sign-in sheet used for the November workshop.

Conclusion

This objective was attained.

E. Management Component

Goal 6

By October 1987, and each subsequent year, a resource teacher will be employed to coordinate project activities as evidenced by board-approval of hiring and scheduled activities.

Activity objective 6.11

By June 30, 1987 the bilingual resource teacher (will see to it that) the Project Bilingual Advisory Committee, composed of two parents, principal or designee from each school -- Arlington, Hickory, Lincoln, and Victor will have met a minimum of three times.

Copies of minutes of two of the several Title VII Bilingual Advisory Committee meetings are contained in Appendix J.

Conclusion

This objective was attained.

Activity objective 6.12

By June 30, 1987 the bilingual resource teacher will have visited each school to review the program quality and compliance.

During the 1986-1987 school year the bilingual resource teacher made fifty such school visits (Appendix K).

Conclusion

This objective was attained.

SECTION 4

Possible Program Evaluation Plan Revision

At this point, the reduction in the number of bilingual aides who will be available to work with children next year is likely to be the most far reaching change in the program plan. Other program personnel, especially the regular classroom teacher, simply will have to try to pick up where the aides left off. This will not be easy since the evaluator has heard nothing but high praise for the aides from reading teachers, principals, regular teachers, and the project director. One regular teacher's comment was, "We are really lucky; the aides have always done exactly what I asked and what the kids needed."

Still, the evaluator senses a willingness on the part of other project staff to do what they can to help, and, as the last year of this project is about to get underway, this could be a good time to try to measure not only the level of acceptance of linguistic and cultural differences, but also the level of desire of teachers, principals, etc., to improve their skills in order to serve these students better. It is probably true that acceptance of diversity and desire to undergo training have increased as a result of this project. If this is considered to be an important outcome, then it could be assessed -- either formally or informally. The evaluator recommends the staff consider doing such an assessment.

In summary, the evaluator makes the following recommendations:

1. That the IOX self-esteem inventory be given to students in May 1988 so that possible gains can be measured over a longer time frame; i.e., from December 1986 to May 1988;

2. That a tracing be done of the annual progress toward reclassification made by students in groups A, B, C, and D; and that this be done over the entire life of this project (1984-1988);

3. That project personnel consider whether to attempt to measure staff's possible increased level of acceptance of cultural and language diversity; and

4. That the inservicing of regular classroom teachers in the "Natural Approach" be concluded and these teachers be assisted in learning how to assume greater responsibility for bilingual students, in case bilingual aide time is reduced for the 1988-1989 school year.

Finally, again this year, the evaluation plan contained goal statements that were explicit enough that they were treated as objectives and program attainment levels for them were reported.

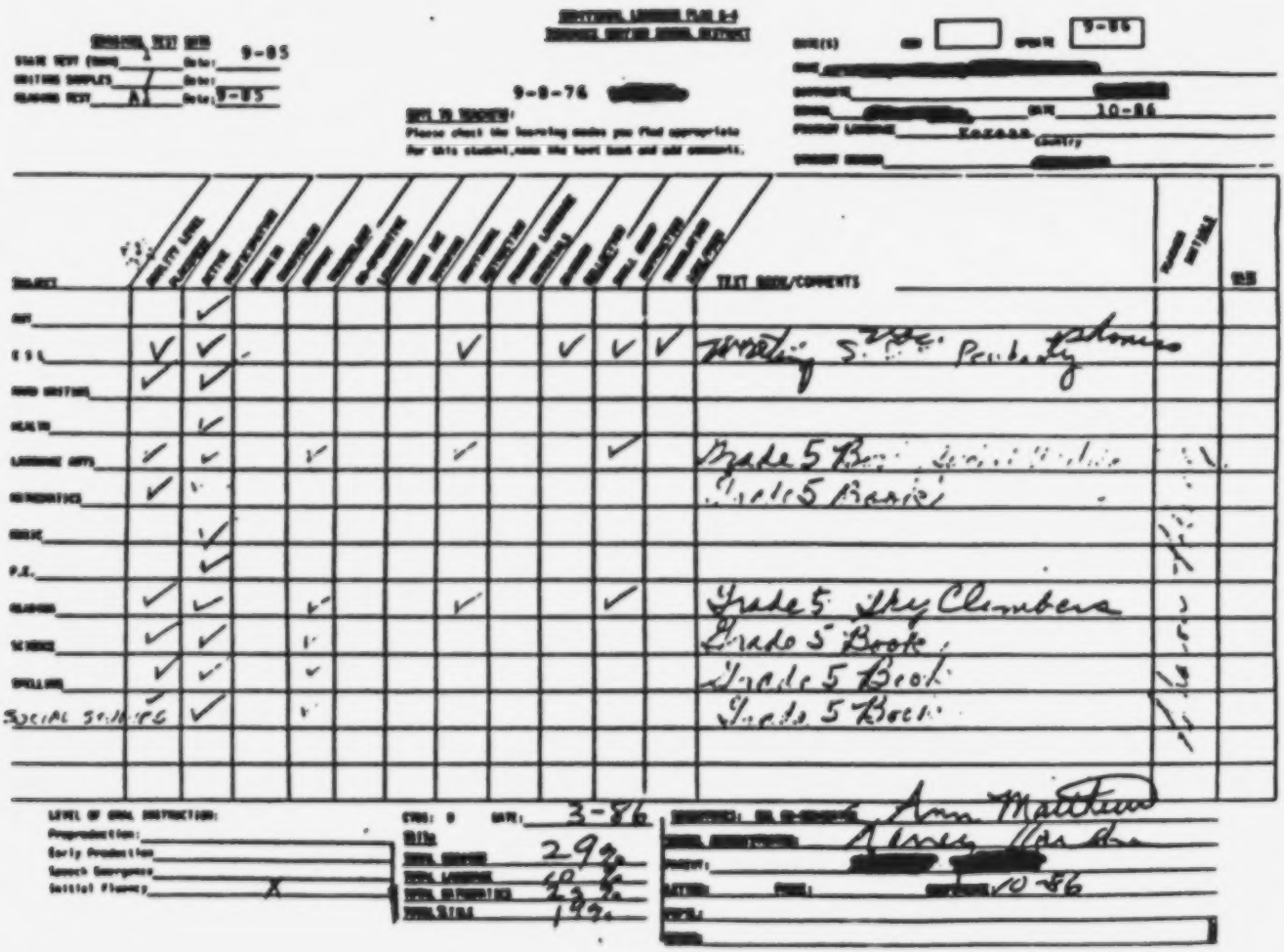
SECTION 5

Possible Program Modification

The most fundamental program modification that will take place for the last year of this project's external funding (1987-1988) is that which will occur due to the reduction in the number of bilingual aides.

APPENDIX A
ITEM 1

Individual Learning Plan K-6



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APPENDIX A
ITEM 2

Four Quarter ILP Progress Report

[redacted]

	QUARTER 1	2	3	4
Listening Skills				
A. Listens to instructions only	☐	☐	☐	☐
B. Listens and attempts to follow directions	☑	☐	☐	☐
C. Listens and participates in class discussions Was told improve listening skills	☐	☑	☑	☐
Oral Language				
A. Speaks only in native language	☐	☐	☐	☐
B. Uses one word and gestures	☐	☐	☐	☐
C. Uses phrases and gestures	☐	☐	☐	☐
D. Uses sentences (But lacking in vocabulary)	☑	☑	☑	☐
E. Fluent	☐	☐	☐	☐
Written Language				
A. Writes yes and no answers	☐	☐	☐	☐
B. Writes one or 2 word answers	☐	☐	☐	☐
C. Attempts to write sentences	☐	☐	☐	☐
D. Writes complete sentences	☑	☑	☑	☐
E. Reads and answers questions Limited	☑	☑	☑	☐
Mainstreaming Into Classroom Subjects				
A. Reading (Rainbow Showers) &	☑	☑	☑	☐
B. Spelling - 4th Grade book	☑	☑	☑	☐
C. Social Studies Limited	☑	☑	☑	☐
D. Science Limited	☑	☑	☑	☐
E. Language Limited	☑	☑	☑	☐
F. Math 4th Grade book	☑	☑	☑	☐

APPENDIX A
ITEM 3

Hickory Bilingual ILP Progress Report

HICKORY ELEMENTARY SCHOOL
2800 - 227th Street
Torrance, CA 90505

~~Appendix A, item 3~~
~~ILP PROGRESS REPORT~~ (個別の進歩を示す表)

NAME _____ GRADE _____

1. Listening Skills 聞きとり

- ☐ A. Listens to instructions only
  指示を聞くだけ
- ☐ B. Listens and attempts to follow directions
  指示を聞きとり、それに従う
- ☐ C. Listens and participates in class discussions
  聞きとって クラスの討論に参加する

2. Oral Language 話し言葉

- ☐ A. Speaks only in native language
  母国語のみを話す
- ☐ B. Uses one word and gestures
  単語と身振りを使う
- ☐ C. Uses phrases and gestures
  成句と身振りを使う
- ☐ D. Uses sentences (but lacking in vocabulary)
  文章を使う (但し、単語の数は少ない)
- ☐ E. Fluent
  流暢に話せる

3. Written Language 書き言葉

- ☐ A. Writes yes and no answers
  "はい" と "いいえ" で答えを書く
- ☐ B. Writes one or two word answers
  1~2の単語で答えを書く
- ☐ C. Attempts to write sentences
  文章で答えてみる
- ☐ D. Writes complete sentences
  完全な文章で答えを書く
- ☐ E. Reads and answers questions
  読んで答えを書く

4. Mainstreaming into Classroom Subjects
   クラスでの主な科目との関連

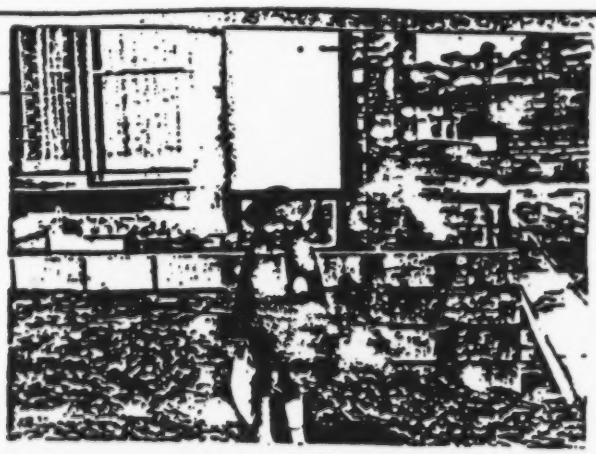
- ☐ A. Reading
  読み方
- ☐ B. Spelling
  つづり
- ☐ C. Social Studies
  社会
- ☐ D. Science
  科学
- ☐ E. Language
  国語
- ☐ F. Math
  算数

意見) Comments: _____

APPENDIX A
ITEM 4

First Student's Work Product

My name is [redacted]
I was born at [redacted] in Japan.
I am eight years old.
I have two brothers, one elder brother, [redacted]
and one younger brother, [redacted].
I came From Japan last summer.
I go to Japanese School every Saturday.
I like to play the piano, gymnastics and swimming.
My favorite animal is puppy.
I like to eat sushi.



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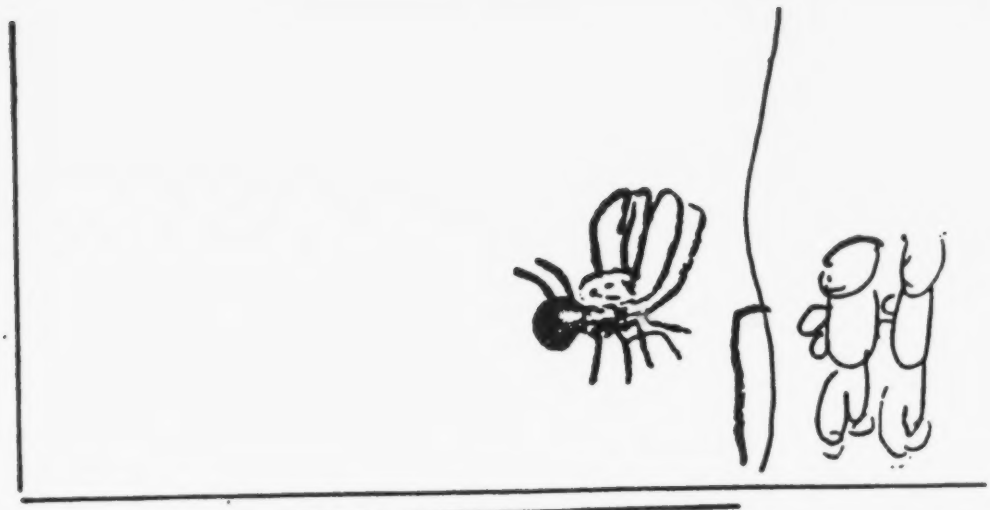
APPENDIX A
ITEM 5

Second Student's Work Product



bumbletebee

Yesterday we saw bumbleBee
The bee biger then other bee.
Bunrit-bee came thare.
Then we got side. Then he go
his home. Then we ran in to
the room.

APPENDIX A
ITEM 6

"Little Red Riding Hood" in Japan

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APPENDIX B
ITEM 1

Reclassification Procedures

RECLASSIFICATION PROCEDURES

PROCEDURES/ PERSONNEL	TEACHER EVALUATION	OBJECTIVE ASSESSMENT	STANDARDIZED TESTS	PARENTAL INVOLVEMENT	RECLASSIFICATION PLACEMENT OPTIONS	FOLLOW-UP	DOCUMENTATION
The purpose of reclassification procedures is to determine whether LEP pupils have developed the English language skills necessary to succeed in an English-only classroom. Recommended time for reclassification is after spring standardized test results are available. It is not recommended that individual standardized tests be given for purposes of reclassification, but that classroom instruction be adjusted to the level of student language proficiency, with ILP adjustments. Request for reclassification may be made by teacher, parent or administrator, and submitted to the principal or designee. Request is considered by a School Appraisal Team consisting of at least the classroom teacher and principal or designee, and may include other appropriate school personnel.	K-6 Complete SOLOM (Student Oral Language Observation Matrix), which provides scoring standard. Evaluate the pupil's ability to function in a basic READING/ LANGUAGE ARTS tasks common to the pupil's grade level. 7-12 Complete SOLOM. Evaluate the pupil's ability to function in a General English class (not a remedial class).	K-6 Mastery of Level C of the San Diego ESL Continuum (elementary). Score FLUENT on the San Diego Observation Assessment. Score at or above "5" on English Writing Samples. 7-12 Mastery of Level III of the San Diego ESL Continuum (Secondary) Score FLUENT on the San Diego Observation Assessment. Score at or above "13" on English Writing Samples.	Score at or above 33rd percentile in each of the three areas of Reading, Language and Math on the District designated standardized test.	Parents may make a request for reclassification. Give parents written notification of School Appraisal Team meeting to consider reclassification. (Form 011a) Make reasonable effort to encourage parent participation procedures, including providing an interpreter, if needed, and possible. Give parents written notification of results of SAT meeting. (Form 013a)	K-12 Pupil remains LEP, and continues in present program, with any recommended modifications. Pupil is reclassified FEP, and continues in present program, with any recommended modifications. Pupil is reclassified, and if in Bilingual or ESL program is exited from that program to English-only classroom. For students not reclassified as FEP, the ILP should be reviewed for possible replacement or modification.	K-12 Evaluate whether or not the pupil is successful in the new program, using the teacher's normal means of formal and informal assessment of Oral English. May use SOLOM as guide. Academic skills and General School Success. Relatively smooth adjustment to new placement. Academic skills improving regularly. Satisfactory English writing skills substantially equivalent to non-minority peers. Pupil's apparent satisfaction and comfort with new placement or modified program.	K-12 File in pupil's ESL Student Profile Folder: Copies of reclassification request. (Form 05) SAT notification to parents. (Form 011a) Parent notification of SAT results. (Form 013a) New or modified ILP, if applicable.

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APPENDIX B
ITEM 2

Reclassification Documentation

Torrance Unified School District

LANGUAGE RECLASSIFICATION RECORD

STUDENT NAME _____ BIRTHDATE _____ AGE _____ PARENT NOTIFICATION/CONSULTATION LETTER _____

SCHOOL _____ GRADE _____ PRIMARY LANGUAGE _____ PHONE CALL _____

STUDENT NUMBER _____ DATE OF INITIAL IDENTIFICATION AS LEP _____ CONFERENCE _____

PROGRAM Bilingual _____ ILP _____ Regular Classroom Only _____

I. REQUEST FOR RECLASSIFICATION
Date _____ Initiated by _____ _____
Name Position

II. TEACHER EVALUATION

Below _____ Date

TUSD Standard: Score of 4 in all areas except Pronunciation: 3 ____
Comprehension _____ Vocabulary _____ Grammar _____
Fluency _____ Pronunciation _____

PEP: ☐ Yes ☐ No

ACADEMIC PERFORMANCE

TUSD STANDARD	COURSE	GRADE	INSTRUCTIONAL LEVEL	
K-6 Function in language arts and math in basal texts common to grade level				
7-12 ...rion in General English Class				____
				____

III. OBJECTIVE ASSESSMENT

		Pupil Score	TUSD Standard	
K-12	San Diego Observation			____
K-6	San Diego ESL Continuum		Level C Mastery	____
7-12	San Diego ESL Continuum		Level III Mastery	____
K-6	Writing Samples (two)		Score of 9 or above	____
7-12	Writing Samples (two)		Score of 12 or above	____

IV. STANDARDIZED TESTS

	Instrument	Level/ Form	Raw Score	Percentile Pupil	TUSD Standard	
Language					33- ...	____
Reading					or	____
Math					above	____

V. DISTRICT CONSISTENCY RESULTS (when appropriate)

	Pupil Score	TUSD Standard	Date
Reading			
Writing			
Math			

VI. SCHOOL ASSESSMENT TEAM RECOMMENDATION

___Remain LEP ___ Continue in present program ___ with modifications
___Reclassify PEP ___Continue in present program ___with modifications
___Exit Bilingual/ESL program to English-only classroom with ILP

Modifications: _____

SAT Signatures

_____ Parent _____ Teacher

_____ Administrator _____ Other

_____ Other _____ Other

VII. FOLLOW-UP AFTER RECLASSIFICATION

Date _____ Evaluator _____ Satisfactory _____ Unsatisfactory ___
Action if progress is unsatisfactory _____

VIII. DOCUMENTARY MATERIALS FILED IN ESL STUDENT PROFILE FOLDER _____

RE:CD:rec 10/91

ESL FORM #6

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APPENDIX C

Follow-up of Reclassified LEP Students

FOLLOW-UP OF RECLASSIFIED LEP STUDENTS
FORMER TITLE VII PROJECT STUDENTS

TO: _____ DATE: _____

FROM: _____

RE: _____ (Reclassified ESL Student)

_____ has left the Limited English Proficiency program (English As a Second Language program) and is now enrolled in your class.

Are there any difficulties or problems that have arisen?

_____

_____

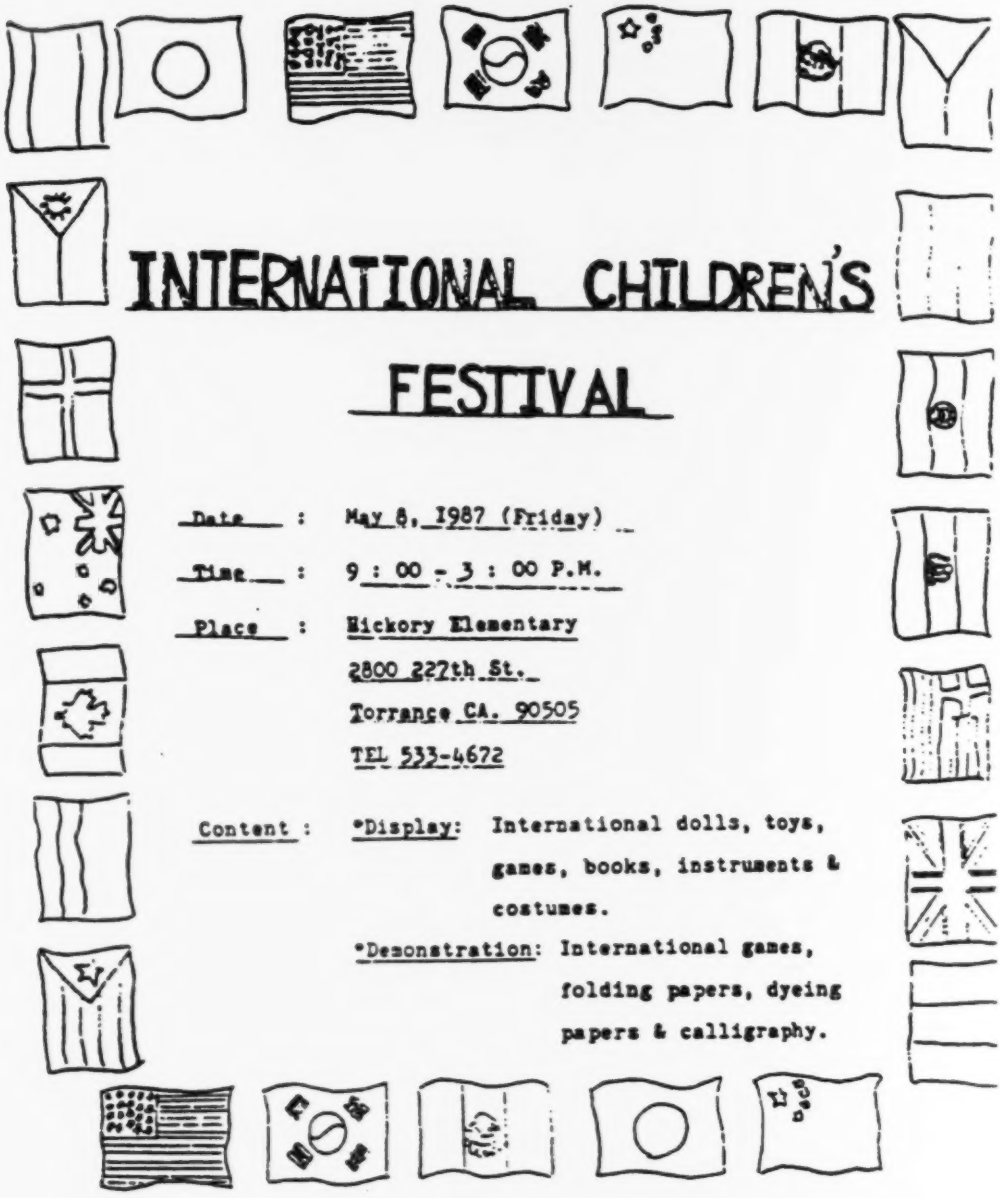
_____

Please feel free to contact me if you wish further information or wish to discuss his/her progress.

BIL.5b State Bilingual Education Program

APPENDIX D
ITEM 1

Announcement of Hickory's International Children's Festival


INTERNATIONAL CHILDREN'S
FESTIVAL
Date : May 8, 1987 (Friday)
Time : 9 : 00 - 3 : 00 P.M.
Place : Hickory Elementary
2800 227th St.
Torrance CA. 90505
TEL 533-4672
Content : *Display: International dolls, toys, games, books, instruments & costumes.
*Demonstration: International games, folding papers, dyeing papers & calligraphy.

APPENDIX D
ITEM 2

Newspaper Photographs of International Children's Festival Activities

B8 The Daily Breeze Wednesday, May 20, 1987

Sara Woodsworth and Casey Crafton jump through Philippine sticks.

Alice Kim, 1, has a good time with Korean fan at Hickory Elementary School in Torrance.

Children have finishing touches put on their "frogs" after participating in Chinese origami class at the festival.

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APPENDIX D
ITEM 2 (Cont.)

Newspaper Photographs of International Children's Festival Activities

Zachary Baird lets fly a Japanese top under the instruction of Ikuyo Iwao, chairwoman of the school's bilingual committee.

APPENDIX D
ITEM 2 (Cont.)

Newspaper Photographs of International Children's Festival Activities

THE KOREA TIMES LOS ANGELES EDITION (ENGLISH SECTION) FRIDAY, MAY 22, 1987

KOREANS? — Hickory Elementary School principal Nancy Raische (third from left) poses alongside third-grade teacher Shirley Koitko and a group of parents in front of a Korean display that was a part of the Torrance school's International Children's Festival May 8

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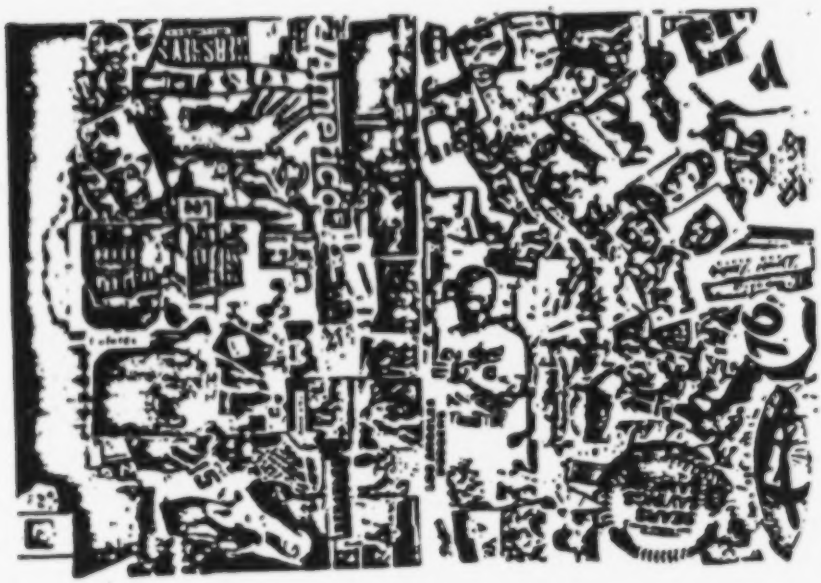
APPENDIX E
ITEM 1

Cover of the Japanese Company's Publication,
"Sakura Life"

SAKURA LIFE
サクラライフ
1987 5 Vol. 8 No. 5



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APPENDIX E
ITEM 2

Description and Photographs of Children, Teacher, and Principal that appeared in "Sakura Life"

APPENDIX F
ITEM 1

Lesson Plans

Goal	Sub-goals	Vocabulary	for English only Students	Comments
To learn about plants & seeds	1. To understand how a seeds turns into a plant 2. To understand what a seed needs to grow 3. To know the different type of plants: shrub tree flower vine grass 4. To understand what parts of plants we eat.	① seed ②. root ③. stem ④. leaf ⑤ sun ⑥ water ⑥. soil ⑥ tree ⑦ flower ⑭ grass	1. tane - seed 2. [illegible] - happa - leaf 3. water - mizu 4. ne - root	[illegible]
To recognize the sig. and symbols of Halloween		① jack olantern ② witch ③ candy ④. safety ⑤ costume		

APPENDIX F
ITEM 2

Lesson Plans

Goal	Sub-goals	Vocabulary	Japanese words for English only students	Comments
To recognize and understand American Indian culture	1. To recognize Indians 2. " " and name 4 types of homes 3. To list different types of food eaten by Indians and how obtained 4. To recognize Indian-baby papoose 5. To list different uses of animal skins 6. To recognize a totem pole and know significance 7. To recognize and duplicate Indian music - rhythm 8. To recognize Indian art-crafts	Indian leather hunting fishing buffalo home papoose	① Kawa - leather	1. [illegible] Books 2 [illegible] 3 [illegible] 4 [illegible] 5 [illegible] 6 [illegible] 7 [illegible] 8 [illegible]
To understand the reason for Thanksgiving and who the Pilgrims were.	1. To [illegible] Pilgrim, Indian and Turkey 2. To be able to list some traditional foods of Thanksgiving feast 3 List things thankful for.	Thanksgiving November Pilgrims Indians feast thankful	ありがとう - arigato - thank you	1. [illegible] 2 [illegible] 3 [illegible]

APPENDIX G
ITEM 1

Project Director's Tabulation of Parents' Awareness of School Activities - Arlington School

Dear Parents:

Will you please fill out this questionnaire and return it to your child's school by May 27, 1987. Thank you!

TITLE VII
SCHOOL ACTIVITIES AWARENESS
PARENT QUESTIONNAIRE

Were you informed of the school activities during the school year?

(Check one)	Kr.	Jpn.	YES (Total)	NO	Kr.	Jpn.
Back to School Night	6	29	35	1	0	1
Open House	6	30	36	0	0	0
PTA Programs	6	31	37	0	0	0
Bilingual Advisory Committee Meetings	5	31	36	1	1	0
Special School Activities	4	30	34	3	2	1
Class Activities	5	29	34	2	1	1
Parent Education Programs	3	24	27	7	3	4

NAME _____

SCHOOL Arlington

DATE June, 1987

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APPENDIX G
ITEM 2

Project Director's Tabulation of Parents' Awareness of School Activities - Hickory School

Dear Parents:

Will you please fill out this questionnaire and return it to your child's school by May 27, 1987. Thank you!

TITLE VII
SCHOOL ACTIVITIES AWARENESS
PARENT QUESTIONNAIRE

Were you informed of the school activities during the school year?

(Check one)	Kg.	Jpn	Total YES	NO Kg.	Jr
Back to School Night	5	19	24	1 - 1	6
Open House	6	25	31	0 - 0	0
PTA Programs	5	25	30	1 - 1	0
Bilingual Advisory Committee Meetings	5	24	29	1 - 1	1
Special School Activities	5	25	30	1 - 1	0
Class Activities	5	25	30	1 - 1	0
Parent Education Programs	3	24	27	3 - 2	1

NAME _____

SCHOOL Hickory

DATE June, 1987

APPENDIX G
ITEM 3

Project Director's Tabulation of Parent's Awareness of School Activities - Lincoln School

Dear Parents:

Will you please fill out this questionnaire and return it to your child's school by May 27, 1987. Thank you!

TITLE VII
SCHOOL ACTIVITIES AWARENESS
PARENT QUESTIONNAIRE

Were you informed of the school activities during the school year?

(Check one)	Kor.	Jpn.	YES Total	NO	Kor.	Jpn.
Back to School Night	2	23	25	1	1	0
Open House	3	23	26	1	1	0
PTA Programs	2	23	25	1	1	0
Bilingual Advisory Committee Meetings	2	23	25	0	0	0
Special School Activities	2	23	25	1	1	0
Class Activities	2	22	24	1	0	1
Parent Education Programs	1	19	20	4	2	2

NAME _____

SCHOOL Lincoln

DATE June, 1987

APPENDIX G
ITEM 4

Project Director's Tabulation of Parent's Awareness of School Activities - Victor School

Dear Parents:

Will you please fill out this questionnaire and return it to your child's school by May 27, 1987. Thank you!

TITLE VII
SCHOOL ACTIVITIES AWARENESS
PARENT QUESTIONNAIRE

Were you informed of the school activities during the school year?

(Check one)	Ko	Jpn.	Total YES	NO	Ko.	J
Back to School Night	13	14	27	8	4	
Open House	12	17	29	1	1	
PTA Programs	8	16	24	10	9	1
Bilingual Advisory Committee Meetings	8	8	16	17	8	9
Special School Activities	11	18	29	5	5	
Class Activities	12	16	28	7	5	2
Parent Education Programs	2	10	12	20	15	2

NAME _____

SCHOOL Victor

DATE June, 1987

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APPENDIX H
ITEM 1

Project Director's Reminder Memo to School Principals

To: Mike Brajevich, Arlington
Nancy Raichn, Hickory
Dr. Dan Kelly, Lincoln
Steve Shearer, Victor

From: Kikuko Nishi, Title VII Director

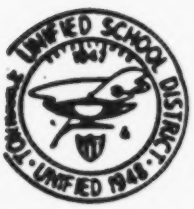
Date: February 5, 1987

RE: Parent Letter/Specialists and Services

Dr. Don Kester, evaluator of our Title VII project, suggested last year that we have some specific documentation on parent education, (Objectives 4A.1. 4A.2) Attached is a sample letter which you could send home, present at your bilingual parent advisory committee meeting or include in a newsletter. Please feel free to revise it.

APPENDIX H
ITEM 2

Project Director's Proposed Form Letter to Parents



TORRANCE UNIFIED SCHOOL DISTRICT

Dear Parents,

This letter is to inform you that Torrance Unified School District has specialists and services for your child at school, in the district, or through the Los Angeles County. They are as follows:

- Nurse
- Psychologist
- Resource Teacher, Special Education
- Instrumental Teachers
- Reading Specialists
- Instructional Aides
- Adaptive Physical Education
- Home Teachers (medical reasons)
- School Physicians
- Child Welfare and Attendance (permits, expulsions, suspensions, affidavits of residence)

If you have any questions, please call the principal of your child's school:

Arlington Elementary School	533-4519
Hickory Elementary School	533-4672
Lincoln Elementary School	533-4464
Victor Elementary School	533-4542

TORRANCE UNIFIED SCHOOL DISTRICT
Title VII Project

APPENDIX H
ITEM 3

Form Letter in Japanes

TORRANCE UNIFIED SCHOOL DISTRICT

御父兄の皆様

トーレンス学校区では、各校区で、また ロス・アンジェルス郡を通して 生徒達に下記のような専門家による教育や活動を行っています。

看護婦
心理学者
資料専門家, 特別教育
道具を使っての教育
読解の専門家
指導助手
応用体育
派遣教師 (病気などの理由による)
校医
児童福祉と出席 (許可, 退学・休学・居住証明)

ご質問がありましたら 校長まで お電話下さい。

アーリントン	小学校	533-4519
ヒッコリー	小学校	533-4692
リンカーン	小学校	533-4464
ビクター	小学校	533-4542

トーレンス学校区
タイトル I, II

Japanese

APPENDIX H
ITEM 4

Form Letter in Korean

TORRANCE UNIFIED SCHOOL DISTRICT

친애하는 학부모님께

이번에 여러분께 자녀의 학교를 위하여 토런스 통합교육구 또는 로스엔 젤레스 카운티를 통해 여러분을 전담교사 및 봉사업무가 공여되 어왔음을 알려드리고자 합니다. 그들은 다음과 같습니다.

간호원
심리학자
자료 전담 교사 . 특수교육.
거제조작 전담교사.
독서 전문가.
학습기능 보조교사.
작은 체육교육
파견받은 교사 (본적이 아름을 위하여)
학교비사
아동복지 와 출석 (학교 허가서, 피학, 결석, 주거지 증명)

만약. 어떤 질문이나 기타 궁금한 것이 있으시면 여러분 자녀의 학교관에게 문의 하세기 바랍니다.

알링톤 국민학교	533 - 4519
피코리 국민학교	533 - 4672
링 컨 국민학교	533 - 4466
빅 터 국민학교	533 - 4542

토런스 통합 교육구 타이틀 세븐

Korean

APPENDIX H
ITEM 5

Procedure at Victor

TORRANCE UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

SUPERINTENDENT OF SCHOOLS

TELEPHONE (213) 533-4542

June 8, 1987

Dr. Don Kester
Title VII Coordinator
Los Angeles County Office

Re: Title VII Meeting

Dear Dr. Kester:

This is to verify that on Friday, October 24, 1987, at 1:00 p.m., we invited all parents of LEP kids, including Title VII, to come to school for a special introductory meeting of all special staff who work at Victor School, such as LEP teachers and aide, counselor, psychologist, speech therapist, resource teacher, etc. We explained their roles and how they help students and what services were available.

This meeting was conducted by Mrs. Linda Gresik, LEP Teacher, and myself.

Sincerely submitted,

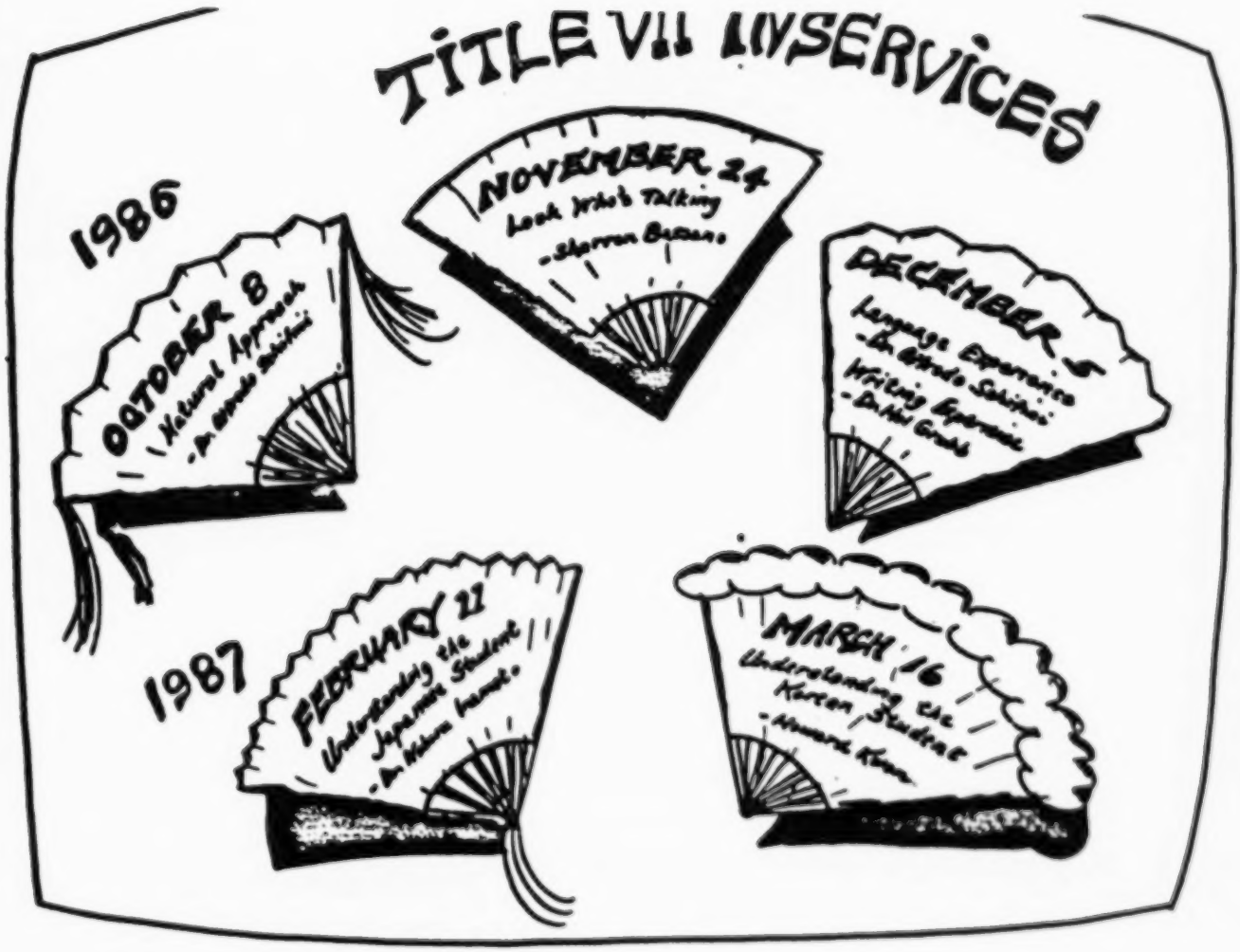
J. S. Shearer
Principal
VICTOR ELEMENTARY SCHOOL

JSS:kk

cc: Mrs. Linda Gresik

APPENDIX I
ITEM 1

Title VII Inservice Schedule



APPENDIX I
ITEM 2

Inservice Sign-in Sheet for November 24, 1986

DATE: November 24, 1986

TIME: 8:30 - 3:00 p.m.

TOPIC: [illegible]

SPEAKER: Sharron Bassano

SIGN-IN SHEET

ARLINGTON:	Mike Brajevich	Michael N. Brajevich
	Barbara Butler	Barbara Butler
	Judy Daugherty	Judy Daugherty
	Judith Griffie	Judith Griffie
	Jane Noble	Jane Noble
	Janet Oyama	Janet Oyama
HICKORY:	Nancy Naiche	Nancy Naiche
	Dora Cousin	Dora Cousin
	Margaret Crockett	Margarette Crockett
	Susanne Erving	Susanne Erving
	Margo Johnson	Margo Johnson
	Linda Lee	Linda Lee
	Sherry Zumbike	Sherry Zumbike
aide	Keum Kim	Keum Kim
LINCOLN:	Dr. Dan Kelly	
	Edith Maeda	Edith Maeda
	Patty Hughes	Patty Hughes
	Kiyoko Sasaki	Kiyoko Sasaki
	Gladys Yokota	Gladys Yokota
VICTOR:	Steve Shearer	
	Bobbye Keeneman	Bobbye Keeneman
	Nita Murchison	Nita Murchison
	Lauren Sherman	Lauren Sherman
	Candy Suminaka	Candy Suminaka
	Susan Vetterick	Susan Vetterick
	Jin Song	Jin Song
Kilmarnock Community	Mrs Celia	Mrs Celia Kilmarnock
	Mrs Linda	Mrs Linda Lancaster

APPENDIX J
ITEM 1

Minutes of Bilingual Committee Meeting, February 27, 1987

TORRANCE UNIFIED SCHOOL DISTRICT

TITLE VII ELEMENTARY BILINGUAL MEETING MINUTES
February 27, 1987

Members Attending:	Ikuyo Iwao	Rieko Yazawa	Kikuko Nishi
	Yuki Kitazawa	Takako Kazui	
	Haruo Kobayashi	Hideko Oshio	
	Kyoung Kim	Michael Brajevich	
	Kimie Mozue	Linda Gresik	

1. Mrs. Hideko Oshio was elected chairperson.

2. Reports:

   - Mrs. Ikuyo Iwao (Hickory)
     — Parent helps with origami in classrooms
     — May 5 - Children's Day

   - Mrs. Hideko Oshio
     — Parent Education Meeting - Natural Approach in Korean and Japanese, Korean songs by students, Core Reading List, Torrance Educational Philosophy

   - Linda Gresik
     — Parent Meeting/Parent Education, successful turn-out.

   Project Objectives - 1986-87

   Kikuko Nishi explained the new project objectives.

   Progress Report Cards:

   Mr. Brajevich reported that it was being used to inform parents of LEP students about their children's educational progress. There was discussion on listing the language on the card, being more general and flexible. Perhaps the district can provide NCR progress report cards.

   Other Items:

   Mrs. Iwao reported that there is a video, "New Nowadays Japan", available.

3. Kikuko Nishi asked for recommendations of Japanese and Korean bilingual books for classroom libraries. Most books are in the native language only.

4. The next meeting is scheduled on April 24, 1987 at Levy.

APPENDIX J
ITEM 2

Minutes of Bilingual Committee Meeting
April 24, 1987

TORRANCE UNIFIED SCHOOL DISTRICT

TITLE VII ELEMENTARY DISTRICT ADVISORY COMMITTEE MEETING

April 24, 1987

Members present:

Arlington:	Mike Brajevich
	Junko Anegawa
	Takako Eazui
	Hiroko Sado
	Hideko Oshio
	Kiyomi Karashima
Hickory:	Haruo Kobayashi
	Ikuyo Iwao
Lincoln:	Dan Kelly
	Kazuko Inouye
Victor:	Linda Greelk
	Eikuko Nishi

The meeting was called to by order by Mrs. Oshio. The minutes of the previous meeting was approved.

Information and Reports

Hickory - Mrs. Iwao invited the committee to the International Day on May 8. There will be games, displays, and demonstrations representing 14 countries. She is looking for Japanese books for Hickory.

Lincoln - Dr. Kelly reported that the International Children's Day will be celebrated on May 5. He received a set of Japanese language textbooks from the Japanese Consulate. Lincoln received gifts from the Japanese Business Association (JBA) companies, $500 from Nissan and 24 dozen pens from Pentel.

Victor - Linda Greelk said that Phyllis Forshay's fifth grade class has pen pals with the Sakura Company in Japan. The class received maps, books and a company newletter publication with the 5th graders' photographs. 700 newsletters were distributed within this company which makes precision medical instruments.

Arlington - The Bilingual Advisory Committee had an Appreciation lunch for the school and district staff. Several Arlington and Hickory parents evaluated 46 Japanese books on April 27. It was recommended to get the videoletter

on Japanese school life which Waiteria has. Eikuko said that the district will be receiving a set of these videoletters through the Japan Project. On the May 5 International Day, students will wear native costumes and have a parade. Artifacts from many countries will be on display. The school also received gifts from the JBA. Korean dictionaries have been donated.

Project Renewal and Review: Eikuko reported that the Title VII Project has been renewed for the fourth year for $78,170. The Project Review will begin at the four schools on April 27 with the county evaluator, Dr. Don Kester.

Parent Education
Lincoln - Linda Dovlan presented a parent education program on the Natural Approach, school staff and district services.

Hickory - Because of the difficulty in contacting parents, a telephone tree for the Japanese parents was organized. A volunteer questionnaire in Japanese was sent out. The Natural Approach in Japanese was presented.

Victor - There was a good turnout at the ESL room on Victor's first evening Open House. Notices for the district bilingual advisory evening meeting were sent out and parents encouraged to attend.

Arlington - Arlington already reported at the last meeting about their parent education meeting which included the Natural Approach and songs in Japanese and Korean. Another night meeting was attended by parents of 5 different languages.

Respectfully submitted

K. Hishi

APPENDIX K

Project Director's School Visitation Schedule

TITLE VII ELEMENTARY
School Visitations 1986-87

September 10, 1986	Arlington, Lincoln, Victor
September 23, 1986	Arlington, Hickory, Lincoln, Victor
October 24, 1986	Victor
October 30, 1986	Arlington
November 25, 1986	Arlington, Victor
December 2, 1986	Hickory, Lincoln
December 9, 1986	Arlington, Hickory, Lincoln
December 18, 1986	Hickory, Victor
December 19, 1986	Arlington, Lincoln,
January 14, 1987	Arlington, Lincoln
January 15, 1987	Arlington
January 16, 1987	Hickory, Victor
February 5, 1987	Lincoln
February 6, 1987	Hickory
February 23, 1987	Hickory, Victor
March 3, 1987	Arlington, Lincoln, Victor, Hickory
March 4, 1987	Lincoln
March 18, 1987	Arlington, Lincoln
March 25, 1987	Victor
March 30, 1987	Hickory
March 31, 1987	Hickory
April 1, 1987	Hickory
April 8, 1987	Victor
April 9, 1987	Arlington, Victor
April 10, 1987	Arlington
April 21, 1987	Arlington, Hickory, Lincoln, Victor
April 23, 1987	Arlington
April 24, 1987	Victor
April 27, 1987	Arlington, Victor
April 28, 1987	Arlington, Hickory, Lincoln
April 29, 1987	Lincoln
April 30, 1987	Hickory
May 5, 1987	Arlington, Lincoln, Victor
May 6, 1987	Hickory
May 7, 1987	Hickory
May 8, 1987	Hickory
May 12, 1987	Lincoln
May 18, 1987	Arlington
May 19, 1987	Victor
May 26, 1987	Lincoln
May, 29, 1987	Lincoln
June 2, 1987	Victor
June 4, 1987	Lincoln, Victor
June 5, 1987	Arlington, Victor
June 8, 1987	Hickory
June 10, 1987	Hickory, Victor
June 11, 1987	Hickory, Arlington
June 16, 1987	Arlington, Lincoln
June 17, 1987	Victor
June 19, 1987	Arlington, Lincoln,